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ABSTRACT

The focus of second language education is communication, and oral language is central to the teaching of foreign language at all levels. Oral language in the foreign language classroom is the most problematic of all skills to assess. Teachers' concerns can be divided in the following areas: (1) What to assess: form or content; (2) How to assess: subjectivity versus objectivity; and (3) When to assess and how to manage assessment. These questions form the basis of this guide. The guide is geared toward improving classroom instruction and student learning by focusing on assessing the speaking skill. It defines the differences between oral assessment and testing, outlines the different steps needed to create oral assessment tasks, and offers some possible suggestions for the administration and management of oral assessment in the classroom with many students. Chapter titles include the following: "Steps in Creating Authentic and Performance-Based Assessment Tasks"; "Determine Purpose of Assessment"; "Design the Task"; "Choose the Tools To Use in Assessment"; "Select the Criteria"; "Think about the Administration and the Management of the Assessment"; and "Interpret and Report the Results." (Contains 10 references.) (KFT)

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Oral Language Assessment in the Foreign Language Class

(Planning, Conducting, and Managing)

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The Possible Dream

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Oral Language Assessment in the Foreign Language Class

(Planning, Conducting, and Managing)

The Possible Dream

2001

Second Languages
Instructional Services

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Introduction

The focus of second language education is communication, and oral language is central to the teaching of foreign languages at all levels. For many years now, teachers have been moving away from teaching language in isolation in favor of teaching language through authentic tasks reflecting real-life situations. However, assessment practices have not always reflected how language is being taught.

Oral language in the foreign language classroom is the most problematic of all the skills to assess. Teachers' concerns can be divided in the following areas:

1. What to assess: form or content
2. How to assess: subjectivity vs. objectivity
3. When to assess and how to manage assessment

1. What to Assess

Is it more important to assess the form and accuracy (in both grammar and pronunciation) or to assess the message? This question, which has been puzzling foreign language teachers for many years, will have to be addressed by each individual. However, it is essential to remember that when conversations progress, it is because people respond to what has been said (the message) rather than how it was said (the form). If the actual message is more important than the form, then the assessment

and the grade should focus on the message and its components. In this case, what matters most is that the message is comprehensible, regardless of the few mistakes in pronunciation, grammar, and word choice.

However, there may be times when teachers will want to verify that students are comfortable with basic language structures and will want to assess students on the accurate use of these structures.

Overall, what matters most is that students are given the opportunity, on a regular basis, to use language which duplicates as closely as possible language used in real life situations. In addition, if oral language is an important daily component of the foreign language class, then the assessment of oral language should reflect the kind of language used during classroom activities. Instruction and assessment should be closely linked.

2. How to Assess

Subjectivity vs. objectivity

Oral language has always been a large component of the foreign language class, and class participation has always accounted for part of the oral grade assigned by teachers. Students have usually received broad guidelines about contributing and participating in the classroom activities, but they may not have been sure of the specific linguistic expectations. Teachers, then, have assigned students a grade based on their combined observations of the students, but because of the lack of time, these observations often have gone unrecorded. Students may, on occasion, have disagreed and confronted the teacher when they felt that the assigned grade was not fair, since, in their eyes, they had met the requirements for participation.

Traditionally, the more formal assessments of oral language have taken several forms. Teachers have graded the language excerpts and have considered them good, average, or poor based on their "gut" feeling. Teachers inherently know when something is good or bad, but they may not be as comfortable in giving students useful feedback. Or teachers have determined that mispronounced words, grammatical mistakes, wrong choice of words, and hesitations were assigned a point value which was

deducted from the students' oral presentation, and, in doing, so they have devalued the content in favor of the form.

3. When to Assess and How to Manage Assessment

The issue of time and management of oral assessment is possibly the biggest hurdle to overcome. Because classes are usually large (especially at the lower levels, where so much of the language is oral), teachers find themselves pulled between the need to assess oral language and the limited time they have with students. Two questions are voiced with regularity by frustrated teachers, "How does one assess oral language when there are 30 students in class? And how does one keep useful records for oral assessment?"

The questions listed above form the basis for this document. Oral Language Assessment in the Foreign Language Class is geared toward improving classroom instruction and student learning by focusing on assessing the speaking skill. The document defines the differences between oral assessment and testing, outlines the different steps needed to create oral assessment tasks, and offers some possible suggestions for the administration and the management of oral assessment in a classroom with many students.

Assess or Test?

What is the difference?

That is the question.

Definitions

Testing: Testing is a one-time measure which relies on student achievement and recall on one given day. It is the snapshot picture. It is usually dependent on one correct response per question with no regard for demonstration of knowledge and thought process. After the test has been taken a grade is usually given.

Evaluating: Evaluating involves a judgement on the part of the teacher. It usually takes place over a longer time frame and compares past and present learning. It would be the equivalent of two or three snapshot pictures in an album.

Assessment: Assessment has been interpreted to mean many things. It refers to the act of documenting the on-going performance of students and of collecting information about individuals or groups in order to understand them better (SERVE). It has been compared to the photo album which gives an overall understanding of what the students can do with the language. Assessment is curriculum-driven and gives feedback to students and teachers.

Steps in Creating Authentic and Performance-Based Assessment Tasks

Authentic performance tasks are central to oral language assessment, as they allow students to use language reflecting real life situations in a meaningful way. The creation of authentic oral performance-based assessment tasks involves several essential steps.

Teachers should:

1. Determine the purpose for the assessment. If the purpose is to place students at the right level of instruction, the assessment will be different than if the purpose is to diagnose the instructional needs of individual students.

2. Select the objectives of the assessment. Teachers have to reflect on what they want their students to know or to be able to do. They must choose whether they want to concentrate on one skill (speaking), or if they want to assess several skills at the same time.

   It is easier to decide the specific task and to establish the scoring criteria once the objectives are clearly defined. For this reason, it is recommended to select the objectives prior to selecting the activity.

3. Design the task they want to use to have their students show their attainment of the skill(s) and appropriate content. Teachers will need to create an authentic task that students

would actually do if they were living or traveling in the foreign country.

In addition, it is important to select a task that can be accomplished at many levels, so that it will be accessible to the full range of students in the classroom. Furthermore, the assessment needs to be tailored to show what students are expected to know. If the goal is to know that students have gotten facts, asking simple questions will be sufficient. However, if the goal is to know that students can infer, then they will need to have opportunities to elaborate in some way.

4. Think about the management of the assessment. Teachers will need to select materials, determine if items are to be done individually or in small group, and for how long, determine how to collect responses - tapes, written responses, observations, etc. It will be essential to provide an opportunity for students to be familiar with format (CALLA Handbook, p. 105).

5. Establish the scoring criteria for assessing student achievement. Teachers will need to think about the kind of performance they want to observe in order to meet the objective(s). They may create their own scoring criteria. Also, they may want to have self-and/or peer-assessment as part of the overall assessment.

6. Determine point values or grading scales for your scoring criteria. This may involve giving different weights to different criteria.

7. Interpret the results of the assessment activity according to the purpose of the assessment. Results can be used by students and parents to focus on areas for improvement. Since the assessment is broken down into specific criteria, students can see more clearly where improvements could be made. Also, teachers can use the results to determine the focus of future activities.

Adapted from the Fairfax County Public Schools Publication A.S.A.P. Alternative Strategies for Assessing Performance.

Steps in Creating Authentic and Performance-Based Assessment Tasks

A. Determine the Purpose of Assessment

To determine the purpose of oral assessment, teachers need to give special attention to the :

- ✓audience
- ✓targets

Who Is the Audience?

There are many possible purposes for oral assessment, and each purpose is associated with a different audience and may necessitate a different kind of assessment. If the purpose is accountability, then policy makers at the state or the local level focus on broad issues and may ask questions such as, " Are programs producing students who are learning? Are the programs across the school system producing results? Are the schools producing students who will become effective citizens?"

If the purpose for oral assessment is to improve instruction, then the following questions may be asked, "Are my teaching strategies working? How do I become a better teacher? Which student(s) need help?" In this case, the audience is the teachers themselves. Students and their parents are

also possible audiences who may respectively be asking themselves, "Am I meeting the teacher's standards? What help do I need to succeed?" or "Is my child succeeding in school? What does my child need to succeed? Is my child's teacher doing his/her job?"

What Are the Targets?

> "Identify your destination before you begin the journey."
> Classroom Assessment: Linking Instruction to Assessment. p. 35

Before designing any kind of oral assessment, teachers must be clear on what they want to observe in order to tailor the assessment to reflect what they expect of students. Sometimes the focus might be on the language alone, and at other times it might be on the ability to infer, summarize, and analyze orally.

When working with speaking skills, teachers need to think about the following questions:

- What do I want my students to be able to do?
- How will I know when they are able to do those things? What will it look like?
- What kind of activities will help my students develop the ability to do those things?

What Do I Want my Students to Be Able to Do?

Communication is addressed by three different goals in the *Second Language Standard Course of Study*. Two of the goals --Interpersonal Communication and Presentational Communication -- are especially relevant to this publication, as they require some oral student output, whereas the goal of Interpretive Communication places students in a receptive role with no oral production. Because oral language is central to Interpersonal Communication and Presentational Communication, students need the opportunity to engage (and be assessed) in both of these modes. Moreover students need to be clear on the differences between the two modes of communication, so they

can tailor their language to fit the task. Once the two modes of communication are clearly understood, the teacher needs to break the goal down into more manageable objectives in order to adapt the activities to the students' level of language.

With novice students, the objective could be for students to be able to use basic words and short learned phrases related to likes and dislikes orally. It also could include asking and answering questions using learned material.

> *Example:* A student might be involved in a brief conversation with a teacher or partner asking him/her personal information about his/her favorite hobbies. His/her language participation will be limited to one word responses and phrases and to internalized "chunks" of language.

With intermediate students, the objective could be to have students sharing likes and dislikes, giving supporting information orally.

> *Example:* A student might be asked to justify his likes/dislikes by answering questions such as, "Why do you dislike golf? Why do you like tennis?" To address this kind of question, the student will need to use more complex language and will need to give details to support the main idea.

A student enrolled in upper level courses might be expected to express his/her point of view and defend his/her opinion orally.

> *Example:* A student might be asked to defend or debate a statement such as, "There is no time in the school day for sports. They should be practiced and played as an after-school activity." In this case, students will use increasingly complex structures and expanded vocabulary to defend their opinions.

The following chart elaborates on the functions, context, content, rate of accuracy, and text types associated with different levels of oral proficiency.

Speaking Proficiency: Assessment Criteria

Global Tasks/ Functions	Context	Content	Accuracy	Text Type
SUPERIOR Can discuss extensively by supporting opinions, abstracting and hypothesizing	Most formal and informal settings	Wide range of general interest topics and some special fields of interest and expertise; concrete, abstract and unfamiliar topics	Errors will virtually never interfere with communication or disturb the native speaker	Extended discourse
ADVANCED Can describe and narrate in major time/aspect frames	Most informal and some formal settings	Concrete and factual topics of personal and public interest	Can be understood without difficulty by speakers unaccustomed to non-native speakers	Paragraph discourse
INTERMEDIATE Can maintain simple face-to-face conversation by asking and responding to simple questions	Some informal settings and a limited number of transactional situations	Topics related primarily to self and immediate environment	Can be understood, with some repetition by speakers accustomed to non-native speakers	Discrete sentences and strings of sentences
NOVICE Can produce only formulaic utterances, lists, and enumerations	Highly predictable common daily settings	Common, discrete elements of daily life	May be difficult to understand, even for those accustomed to non-native speakers	Discrete words and phrases

Source: Buck, Byrnes, and Thompson, 1989 in *Teacher's Handbook*, Judith Shrum and Eileen Glisan, 1994.

Steps in Creating Authentic Oral Performance-Based Assessment Tasks

B. Design the Task

Performance tasks, oral presentations, investigations, projects, and original creations are important ways in which students demonstrate their abilities to make connections and to apply their skills and understandings. These assessments may take several days or even weeks to complete. They are often referred to as "authentic assessments," because they mirror expectations that students will encounter as adults. Sometimes classified as complex applications and other times separated into different assessment categories, these assessments share the similar aspect of students making connections and integrating their learning.

Proponents of these methods point out that the assignments mirror and measure what we say we value in education. They involve higher-order thinking and require that students be active workers, not passive tests takers. They are said to be accessible to students with different learning styles, different backgrounds and experiences, and varying abilities. These assessments are more like learning activities than traditional tests.

The preceding section is reproduced from Classroom Assessment: Linking Instruction and Assessment, p. 52-54.

As noted above, authentic assessments look more like learning activities than tests. However, according to Lewin and Shoemaker, they differ from activities in two critical ways:

1. Tasks must clearly assess the oral targets being measured; that is, they must be valid.

2. Tasks must have clear scoring criteria, so that teachers can fairly, objectively, and, most important, consistently evaluate them; that is, tasks must have reliability.

Great Performances, p. 28.

Therefore, teachers can utilize many of the classroom oral activities for assessments, as long as these assessments are focused on the language targets and have clear scoring criteria. The concern that there is not enough time to conduct oral assessment is partly addressed when instruction and assessment go hand in hand. In this way, no additional time is taken away to develop and administer more traditional tests.

Oral assessments can be formal and informal. During informal assessments, students are involved in regular instructional activities and may be assessed by teachers, peers, or self-assessment. Formal evaluations are usually planned ahead of time, as teachers decide what they are going to look for and how they will record their observations.

The following chart outlines some possible suggestions for assessing oral language.

Assessing Oral Language

Constructed Responses	Products	Performances
• Short Answer Sentences or Paragraphs in Oral Form	• Reports • Lab Reports • Stories/Plays • Poems • Projects • Models • Video/Audio Tapes	• Oral Presentations • Oral Interviews • Demonstrations • Dramatic Readings • Enactments • Debates • Musical Recitals • Panel Discussions

Adapted from Creating 'Effective' Student Assessments, p. 17.

Following are some sample strategies which can be used for formal and informal assessments:

I. Oral Interview

An interview is a strategy for gathering information. Formal and informal interviews can be part of the classroom. Informal interviews can be student- or teacher-led. Formal interviews such as the Oral Proficiency Interview (OPI) or the Simulated Oral Proficiency Interview (SOPI) require someone who has been trained and who is knowledgeable of the process.

A. The Oral Proficiency Interview is a formal interview; it is a direct speaking test geared at assessing a student's level of speaking proficiency.

The Oral Proficiency Interview is delivered by a trained interviewer. It is made up of several parts:

1. The *warm-up* phase is designed to put the student at ease and to get an indication of his/her level of speaking.
2. The *level check* is designed to look for the student's oral strengths.
3. The *probe* tries to find oral weaknesses.
4. The *wind-up* is the final portion of the interview. It gives the student a feeling of accomplishment and it ends the interview on a friendly note.

Effective interviewing involves a variety of questions such as either/or questions, "wh" questions, hypothetical questions, opinion questions. Another good technique to use is to have the student ask the questions, to role play, to use visuals during the conversation, and to involve the student in oral dictation.

During the Oral Proficiency Interview, the student's proficiency is rated in accordance with a rubric.

B. Another kind of formal interview is the Simulated Oral Proficiency Interview which is a semi-direct speaking test based on the oral proficiency interview. The SOPI consists of a tape with six different parts ranging from questions from a native speaker

about simple personal background to more complex questions aimed at assessing the student's proficiency level.

An informal interview can involve students preparing and asking a set of questions to others and then reporting their findings to the class. Once again, during the SOPI, students are rated according to a rubric.

II. Picture-Cued Descriptions or Stories

Pictures are ideally suited for eliciting oral language from students. For this reason, they can be included in the oral assessment of individual students.

To prepare, obtain a variety of black and white or color pictures or photographs that elicit the kind of language you want to assess. It is essential to carefully select the pictures which are going to be used in the assessment. Some pictures may be very pretty, but may not lend themselves to a variety of language, as illustrated in the two sets of pictures which follow.

The first set of landscape pictures are very limiting, but would be suited to students beginning the study of the language. Students could say, "It is winter. It is snowing. There is a house. It is little. It has three windows. There are three trees. The trees are green, etc."

The second set of pictures allows for more sophisticated language on the part of some students, while others may still limit themselves to brief descriptive sentences. Students could say, "There has been an accident. There are four people

in the picture with one person who appears to be hurt. Three paramedics are surrounding the wounded person and are giving him (I think) the necessary care...."

Students can either describe or tell a story about the pictures. If the teacher wants to see if they can describe people, then the selected pictures must allow for that kind of language and structure. An excellent way to prepare and to verify the usefulness of the pictures involves the teacher in an actual rehearsal of what the typical student in his/her class would say. Also, teachers may want to give students several pictures from which to choose, to put them at ease with their ability to communicate and to show what they can do with the language. The purpose of assessment is to uncover what students can do with the language, not to find out what they cannot do.

Students can also be given pictures out of sequence (as in the AP tests). They must sequence the pictures and tell the story orally.

III. Oral Prompts

Oral prompts should be open-ended to allow for a variety of language. Following are a few sample oral prompts:

> *• Greet Panchito and tell him three or four things about yourself in Spanish. (Duplin County, 5th grade)*
> *Think of three questions to ask Panchito. (Duplin County, 5th grade)*

• Your teacher is sick today and cannot speak. Help him/her by asking the class at least four questions about the calendar and the weather. (Duplin County, 8th grade)

• It is the first day at your neighborhood school, and, like everyone else, you must stand up and introduce yourself to the class. Tell your classmates at least five things about yourself, including your age, nationality, personality, and where you live. Try to make your introduction as unique as you are. (Montgomery Public Schools, middle grades)

• You are just coming back from meeting your blind date. Call your best friend to describe your date's physical and personality traits.

• Select, discuss, and solve one of the problems facing your own community.

• Tell about something significant which happened. Tell why it was significant and how it affected you.

• Outside of your own country, what is the best place in which to live ? Give supporting details to justify your answer.

IV. Text Retelling

Text retelling is a useful technique in providing students with skills in either oral presentations or in writing (*CALLA Handbook*, p. 111-113). When engaging novice and intermediate students in text retelling, teachers will want to pay close attention to the following guidelines. They should:

- Select an appropriate text passage to read to the students. The text should contain content and language that are challenging to the student, but not be so difficult that they will fail to understand the information. Students should have some familiarity with the topic.

- Read the text aloud using a natural pace and intonation, pausing at commas and periods. Teachers may ask students to try to listen selectively for the main points, sequence of events, name of characters, or other important items appropriate to the text.

- Discuss the text with students in any convenient grouping. Students may respond to questions about the main points, sequence, ideas, characters, and may identify any vocabulary, concepts, or information they do not understand.

- Read the text again at the same pace as before, enabling students to answer any questions they had raised about the text or to fill in any missing information. At this point, students may take notes if they have sufficient writing and note taking skills.

- Students retell the story orally or in writing. They are allowed to use their notes in their text retelling presentation. If the retelling is done orally, students may retell to the entire class or in the same small group with which they discussed the story earlier.

- The rating criteria is determined by the teacher in advance. The teacher can rate the same points as were emphasized previously: main points, sequence, etc. The teacher can also rate aspects, such as coherence and content knowledge. If the retelling is done in a small group, other students can rate their peers and provide them with feedback provided that the teacher communicates the criteria clearly to the raters.

V. Role Playing

Role playing involves at least two students in an oral presentation where they have been assigned a role and a task to accomplish.

Judith Liskin-Gasparro in Testing and Teaching for Oral Proficiency suggests the following guidelines:

A. Guidelines for creating role-play for Novice speakers

1. Connect the role play to theme and language that students have recently learned. Reduce the need to say something that they have not yet learned.
2. Direct the conversational exchange.
3. Write the instruction, so that students repeat a pattern of structure several times.
4. Incorporate courtesy formulae.

> ***Example:***
> *Your older brother is calling home from college for the first time.*
> *a. Greet him.*
> *b. Ask him if he likes his roommate.*
> *c. Ask whether he likes his classes.*
> *d. Ask about things he does on the week-end.*
> *e. Say good-bye.*

B. Guidelines for creating role-play for Intermediate speakers .

1. Pick a context. First line of introduction sets the scene and is addressed to the student.
2. Write broad, open-ended instructions for the student's part. Student has to create with the language.
3. Make sure the student asks most of the questions.

> ***Example:***
> *Two students act out a role-play between a parent and a teenager who has just been offered an after school job.*
>
> *Student A: You are a teenager who has just been offered a job at a local fast food restaurant for 20 hours per week. You talk to your parents.*
> *a. Tell them about the job - where it is, the hours, etc.*
> *b. Answer their objections, giving them your reasons.*
>
> *Student B: Your teenage child tells you about an offer of a job at a local fast food restaurant.*
> *a. Ask for details about the job - where it is, hours, etc.*
> *b. Express your concerns about the job - homework, fatigue, etc.*

C. Guidelines for creating role-play for Advanced speakers

1. Setting can fall within a broad range of survival or social contexts: airport, train station, etc. The complications should be realistic: a lost ticket, a missed plane, and so on.

2. The instructions should be more open-ended. Listing information that should be included will encourage students to talk in more detail.

3. Provide a note at the bottom to remind students to do the best they can to be understood, even if they do not have all the vocabulary they need. The skill of circumlocution (i.e. a roundabout, indirect, or lengthy way of expressing something) is developing in Advanced level students.

> ***Example:***
> *Your are on your way to work and have a car accident. A police officer arrives to take the report. Explain how the accident happened and convince the officer that it was the other driver's fault.*

VI. Other Oral Informal Assessments

Informal assessments can involve any students' oral output. The informal assessments can be in the form of oral classroom participation (e.g., asking questions in the target language, responding to questions, volunteering comments), or they can involve the observation of students working individually, in groups, pairs, cooperative learning, presentations, skits, etc. Cooperative learning activities are of particular benefit with advanced students, as they allow the teacher to observe students negotiating meaning and asking questions. When engaging in classroom observations, teachers will want to:

1. Observe on a regular basis.
2. Include all students, not necessarily on the same day.
3. Keep notes.
4. Observe students more than once.

Characteristics of Good Performance Tasks

A good performance assessment task exemplifies the following characteristics:

- ☆ It has a meaningful context.
- ☆ It asks learners to create, perform, or produce something.
- ☆ It rewards skills development, creativity and linguistic accuracy.
- ☆ It assesses practical use of authentic items.
- ☆ It involves tasks that are communicative, not mechanical.
- ☆ It taps higher level thinking skills and problem-solving skills.
- ☆ It is ongoing throughout the year.
- ☆ It involves changes in instructional techniques which must be linked to changes in assessment.
- ☆ It explains the task, required elements and scoring criteria to the students before they begin the activity.
- ☆ It provides meaningful feedback to learners.
- ☆ It may involve self-and/or peer-assessment.

Source: A.S.A.P. Fairfax County Public Schools, August 1996.

Sample Oral Performance-Based Tasks

Following are some sample oral activities which can be used for assessment purpose provided they are accompanied by well-defined scoring criteria.

1. Students share likes and dislikes with peers.

2. Students talk about the weather today.

3. Students recite a nursery rhyme.

4. Students sing a song from the target language.

5. Students prepare illustration of an animal and describe it to their peers.

6. Given a French menu and 100 Francs, two students order two well-balanced meals, they demonstrate the proper way to eat in France, they ask for the bill and they leave the amount of money included for the tip.

7. Following an introduction to televised news media, students, in groups of 4-5, are responsible for presenting a ten-minute news broadcast including the following: name of station, motto, logo, music, world news, local and regional news, commercials, weather, and sports. Newscast can be recorded or presented live.

8. Student A gives a series of commands to student B who performs the appropriate actions. After a few commands, students switch roles.

9. Given a map of a city (or of the subway), student A tells student B how to arrive at a specific location. Student B listens to the directions and indicates the directions by drawing arrows on the map. Students change roles and use a different set of directions.

10. Students create and illustrate their own pattern books to reinforce a special concept. They include an audiotape of themselves reading the story. Finally, they visit another school/class, read their story, and donate their book to the school/class.

11. Students prepare and present a *HyperStudio* or a *PowerPoint* presentation detailing how-to-do something. They present their information orally (or using the prerecorded features) to the class which follows the instructions step by step.

12. Students, alone or in pairs, create a pictograph or a graphic organizer to show important information and present it to the rest of the class along with an explanation of the information.

13. Following a study of a specific country, individual students choose one aspect of that country, research it, and present their findings to the class in a brochure, video, report, rap, or any other mode which has been agreed upon by student and teacher.

14. Students compare two concepts or two stories and draw graphic representations of the comparison. They present their representations orally to the class.

15. Students prepare a small autobiography and present it to the class using props and/or pictures.

16. Students leave a message on an answering machine to cancel and reschedule a dental appointment.

17. Two students exchange some personal news and respond to it in a roleplay situation.

18. Students prepare a presentation on how they feel about a current issue. They include reasons to support their opinion.

19. Students, individually, give an oral report for an accident (or a robbery) they have just witnessed.

20. Students give advice to incoming freshmen on how to succeed in high school.

21. Students act as docents in a museum for an art display in the classroom, library or on a field trip. Each student describes an art piece.

22. Students, with props, attempt to convince other students to buy a product they are advertising.

23. Students explain their country to newly arrived limited English proficient students.

24. Students select a current event of significance to the target culture (or to the student) and report on it orally to a smaller group, which then discusses the event.

25. Two students choose a topic to debate, with each student representing opposing views. Students research their topic and prepare their arguments. Each pair presents its side to the class which decides, using a rubric, who had the most convincing arguments.

26. The entire class is given (or chooses) a problem (e.g. how to protect endangered animals, how to save the environment, how to limit urban growth, how to limit poverty, how to stop homelessness, how to combine work, school and play, how to find enough money for college, education, immigration). Each student orally proposes a solution to the problem. Other students rate each presentation according to a rubric. (Rubric could include: feasibility of solution, cost, comprehensibility of presentation, etc.)

27. Students choose a familiar folktale from the target language and retell it in front of the class or on tape (both video or audio). Encourage students to use props.

28. Students demonstrate in front of the class how to do something (tying a shoe, learning a special dance, setting a table, playing a sport, drawing a special figure, cutting out paper to form a figure - origami). The rest of the class follows the instructions to accomplish the task.

29. Pairs of students present a critique of a film they have seen recently. They rate the film with a thumbs up or down.

Steps in Creating Authentic and Performance-Based Assessment Tasks

5

C. Choose the Tools to Use in Assessment

The following pages examine three of the most commonly used tools to assess students' oral language. They are: checklists, rubrics, and observations.

A. Checklists

Checklists can be used by the students for self-assessment, peer-assessment of oral language and/or by the teacher as tools for recording observations (see *Classroom-Based Evaluation in Second Language Education*, p.88). Checklists can be adapted to allow for responses such as: Yes, No, Not Yet, or Always, Frequently, Sometimes, Rarely, Never.

✚ *Advantage:* Checklists are useful as a form of self-assessment. They are especially effective when used in combination with rubrics.
▬ *Disadvantage:* Checklists are mostly used as a yes/no record without any reference to quality.

The checklists included on the following pages are sample checklists specifically designed to assess oral language. They can be modified to reflect the students' level of language and/or the students' age.

Checklist for "Yo" Unit - Third Grade, First Year Spanish

Student Name: _____ Teacher/Class: _____

I CAN:	STUDENT YES	STUDENT NOT YET	TEACHER YES	TEACHER NOT YET
Listening				
1. understand and perform these actions when the teacher repeats them: *silencio, sientense, levantense, escuchen, miren.*				
2. pick out a student who has the characteristics the teacher describes.				
3. understand when someone says hello.				
4. understand when asked how I feel.				
5. understand when asked my name.				
6. understand when asked my age.				
7. show a number between 1-10 when someone else says it in Spanish.				
Speaking				
1. say hello to another person.				
2. answer when someone says hello to me.				
3. ask how someone is/feels.				
4. answer how I am/feel when asked.				
5. tell my name when asked.				
6. ask someone their name.				
7. say how old I am.				
8. say something I like and dislike.				
9. name 5 body parts.				
10. know 4 colors which describe me.				
11. name 4 adjectives that describe me.				

Elementary Spanish Student Progress Checklist

Student's Name: _____ **Spanish Teacher:** _____

Nine-week grading period (circle one) 1 2 3 4

In Spanish class, your child can:

	1	2	3
1. Identify pictures of family members			
2. Name family members			
3. Sing songs with actions related to family			
4. Select number heard			
5. View a number and name it			
6. Tell the number for the date			
7. Give quantity of objects shown			
8. Sing number songs with action words			
9. Identify weather terms in pictures			
10. Name weather conditions			
11. Tell current weather conditions			
12. Name current month and day			
13. Sing songs about months and days			
14. Express preference of favorite day/month			
15. Hear a date and select it			

Student Indicators:
1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:
- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:
Family Numbers Weather Months Days

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Third Grade Objectives. First 9 Weeks. Student and Parent Checklist.

These are some things we have been learning in our Spanish class during the first 9-weeks. Each student should check when they feel they are able to do each of these items. Then they are to take them home and say or show you (their parents) what they have learned. You are asked to initial each item that your child demonstrates. Do not worry about whether pronunciation is correct and do not be concerned if you don't understand what your child is saying. The emphasis is on the process of interaction with your child.

	Student	Parent
- I know what it means to give myself a 1-2-3 evaluation at the end of each class	----------	----------
- I can say "My name is _____ " in Spanish	----------	----------
- I can ask someone what their name is in Spanish	----------	----------
- I can say how old I am in Spanish.	----------	----------
- I can ask someone how old they are in Spanish	----------	----------
- I can play the game "Papelito blanco, papelito azul"	----------	----------
- I know what to do when I hear these commands:		
Siéntense	----------	----------
Levántense	----------	----------
Escuchen	----------	----------
Miren	----------	----------
Silencio	----------	----------
- I can name 5 colors in Spanish	----------	----------
- I know these body parts:		
cabeza	----------	----------
ojos	----------	----------
nariz	----------	----------
manos	----------	----------
boca	----------	----------
orejas	----------	----------
pelo	----------	----------
brazo	----------	----------
caderas	----------	----------
hombros	----------	----------
pies	----------	----------
piernas	----------	----------
- I can identify the characteristics of a monster/creature I have drawn	----------	----------
- I can use a diagram to list characteristics my creature has/doesn't have	----------	----------

- I can explain a Venn diagram that compares my creature with a classmate's ---------- ----------
- I can sing the song "Tia Monica" ---------- ----------

Thank you, parents, for taking the time to let your child share these with you. If you find a majority of these skills have not been mastered, encourage your son or daughter to participate, respond and repeat in class, and to listen carefully. A foreign language has been shown to enhance a child's learning in many ways, and it provides skills that are beneficial in all subject areas. Twenty-five minutes twice a week is not as much language instruction as I would like, but I think you can see that we utilize every minute! I am really enjoying these wonderful third grade students and teachers.

Joyce Lewis

Developed by Joyce Lewis, Swift Creek Elementary, Wake County Schools

Checklist for Unit on Family - Elementary Level

Student Name: _____Teacher/Class:_____

Speaking	Yes	So So	No
1. I can introduce myself.			
2. I can ask someone their name.			
3. I can list my family members.			
4. I can say their names in a full sentence.			
5. I can give my age.			
6. I can ask someone their age.			
7. I can describe myself.			
8. I can describe others in my family.			
Listening			
I. I can understand a passage read to me about another family.			
2. I can identify a picture when described to me.			
Reading			
1. I can match a written description of a person or a family with the correct picture.			

Foods, 5th Grade Checklist

Name:_____Date: _____

	✓CAN DO	✓NOT YET
I can name all food groups and give examples of each		
I can classify foods by food groups easily		
I can answer questions about likes/dislikes with food vocabulary		
I can name at least 15 food items		
I can create a "balanced" meal using food objects		
I can order food in Spanish/French		
I can tell someone "I am hungry" and "I am thirsty"		
I can compare/contrast American and Spanish/French foods and eating customs		

Developed by Laura Rogers, Clyde Elementary School, Haywood County.

Geography, 5th Grade Checklist

Name:_____Date:_____

	✓ can do	✓ not yet
I can locate Spanish-speaking countries on a map		
I have labeled maps of all Latin American countries		
I can identify major geographical features of Mexico and Brazil		
I know the terms for geographical features in Spanish		
I know how many countries in the world are Spanish speaking		
I understand why Spanish is spoken in these countries		
I can name major resources of Latin American countries		
I can identify some of the famous people in history, government, and the arts from Latin America		
I can tell who the Maya people were, where they lived, and what they believed		
I can tell who the Aztec people were, where they lived, and who conquered them		
I can tell who the Inca people were, where they lived, and who conquered them		
I understand some of the current problems facing Brazil and other countries where the rainforest is being destroyed		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Shopping for School Clothes (MG)

Name:_____Grade:_____Class: _____

	Student	Peer	Teacher	Parent
1. I can name and ask for basic clothing.				
2. I can describe what I am wearing today.				
3. I can describe what someone else is wearing.				
4. I can ask a salesperson for different sizes.				
5. I can identify 3-5 accessories.				
6. I can express my likes and dislikes about clothing.				
7. I can ask for the price of clothing.				
8. I can listen to commercials for clothing and answer simple questions.				
9. I can identify seasonal clothing.				
10. I can identify at least 3 traditional articles of clothing worn by the target culture.				

I found the following 3 tasks to be difficult:

1.
2.
3.

I would like to demonstrate the following 3 tasks:

1.
2.
3.

Spanish and French I Middle School Checklist for End of First Quarter (Glasgow Middle School, Fairfax County, 1996).

SPEAKING	ST	T	P
1. I can introduce myself			
2. I can greet a peer			
3. I can greet an adult			
4. I can ask and tell where someone is from			
5. I can identify myself and spell my name			
6. I can ask and tell the date			
7. I can count and use numbers to 31			
8. I can find out when something occurs			
9. I can ask and give phone numbers			
10. I can ask and tell the time			
11. I can express agreement and disagreement			
12. I can express preference about food, sports, leisure, and home activities			
13. I can ask who does something			
14. I can identify common classroom objects			
15. I can express likes and dislikes about leisure , home, and school activities			
WRITING			
1. I can write statements expressing likes and dislikes about leisure, home, and school activities			
2. I can write a dialogue including greetings, time, and expressions of likes, dislikes of food, sports, leisure, and home activities			
READING			
1. I can read a simple letter expressing likes and dislikes and answer true/false statements in response.			
LISTENING			
1. I can listen to discussions about likes and dislikes and respond to questions.			
2. I can respond to questions about time, health, and numbers			
CULTURE			
1. I can identify countries where my target language is spoken			
2. I can identify formal and informal situations which call for a different form of address			

ST: student, T: teacher, P: parent

Self-Assessment Checklist
Weekly Schedule of Events (HS)

Name:_____Class:_____Date:_____

	Student	Peers	Parents
Speaking/Writing			
- I can name the days of the week.....			
- I can give today's date.....			
- I can say the following things:			
I get up.....			
I take a shower/bath.....			
I eat breakfast.....			
I go to school.....			
I eat lunch.....			
I go home/to work.....			
I eat dinner.....			
I watch T.V.....			
I go to sleep.....			
- I can list the different forms of transportation used during my daily activities.....			
- I can name the destinations (or locations) of my daily activities.....			
- I can tell how I get to school.....			
- I can express my daily activities using the expression "I'm going...".....			
- I can write a daily/weekly schedule about my activities.....			
- I can write a letter to a friend describing my daily activities.....			
Reading/Speaking/Listening			
- I can read another student's schedule and discuss or compare our activities.....			
Culture			
- I can read schedules for buses, trains, airlines from Spanish newspapers and magazines.....			
- I can read T.V. schedules.....			

List 3 things that you are willing to reteach to other students.

1. 2.

3.

List 3 things that you would like to be re-taught by another student.

1. 2.

3.

Self-Assessment Checklist
Summertime Fun (HS)

Name:_____Class:_____Date:_____

I CAN...

_____1. tell my friends where I am going.

_____2. tell what I am going to do.

_____3. list, orally and in writing, what I am taking on my trip.

_____4. ask another person what he/she is taking.

_____5. go to the store and ask the salesperson for what I need.

_____6. count money to pay for my supplies.

_____7. ask and give directions in case I get lost.

_____8. read a map.

_____9. listen to a weather report and understand what weather I may encounter.

_____10. send a postcard to my penpal describing what I did on my trip.

This was fun because_____

_____

This was hard because_____

_____

If I could redo this activity, I would_____

_____

Parent Signature:_____

Group Participation Checklist

Criteria for Group Participation Evaluation	Often	Sometimes	Not Yet
Leans forward to engage in conversation or activity			
Makes eye contact			
Asks clarifying questions			
Maintains focus on conversation or activity			
Initiates ideas			
Builds or contributes to another's ideas			
Acknowledges another's contributions			
Seeks contributions of others			
Answers questions			
Asks questions			
Plans for improving participation skills			

Adapted from Outcome-Based Restructuring Presentation, the High Success Network, Eagle, Colorado, 1992

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Conversational Skills - Self Assessment

In today's activity	Often	Sometimes	Never
1. I checked to make sure that everyone understood what I said.			
2. I gave explanations whenever I could.			
3. I asked specific questions about what I did not understand.			
4. I paraphrased what others said to make sure that I understood.			
5. I encouraged others to speak by making such remarks as "I'd like to know what ----- thinks about that" and "I haven't heard from -----yet" and "What do you think, -----?"			

Source: Scarcella and Oxford, 1992.

B. Rubrics

There are three kinds of rubrics which are especially effective when assessing students' oral language. They are as follows:

1. Primary Trait Rubric
2. Holistic Rubric
3. Analytic Rubric

1. Primary Trait Rubric: In a primary trait rubric, the focus is placed on one feature.

✚ *Advantage:* The primary trait rubric focuses on one aspect of the language.
▬ *Disadvantage:* This rubric ignores the other elements of speaking that are important.

Following is an example of a primary trait rubric.

Primary Trait Rubric: *Persuading an audience*

0	Fails to persuade the audience
1	Attempts to persuade, but does not provide sufficient support.
2	Presents a somewhat persuasive argument, but without consistent development and support.
3	Develops a persuasive argument that is well-developed and supported.

Source: Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers, 1998.

2. Holistic Rubric: A holistic rubric involves a general listening of the passage for the purpose of attaining a global impression of the entire passage.

✚ *Advantage:* The holistic rubric is quick and easy to use.
▬ *Disadvantage:* It provides little feedback to students.

3. **Analytic Rubric:** An analytic rubric separates the different components and scores them individually.

+ *Advantage:* The analytic rubric provides objectivity. It forces the scorer to consider all the different criteria and it gives students useful and focused feedback.
- *Disadvantage:* In this rubric, more value is placed on the parts than the whole.

The following pages include samples of holistic and analytic rubrics to be used when assessing oral language.

Holistic Rubric for Oral Assessment

An "A" student:

- Makes minimal errors.
- Uses rich and varied vocabulary.
- Speaks with excellent pronunciation.
- Speaks smoothly without stopping.
- Uses a variety of sentence structures.

A "B" student:

- Demonstrates competence, but makes some errors.
- Makes only minor errors that do not interfere seriously with communication.
- Uses a broad range of vocabulary.
- Has good pronunciation.

A "C" student:

- Demonstrates competence, but makes frequent errors.
- Probably would not be entirely understood by a native speaker.
- Speaks with mediocre pronunciation.
- Hesitates when speaking, but shows an awareness of correct usage by self-correcting.

A "D" student:

- Makes so many errors that he/she cannot be understood.
- Hesitates often.
- Pronounces the language poorly.
- Uses English occasionally.
- Has major weaknesses in grammar and pronunciation.

An "F" student:

- Makes no attempt to speak or is completely incomprehensible.
- Has weak vocabulary and/or uses primarily English to respond.
- Did not respond appropriately for the task assigned.

From correspondence with: Michael Blaz. {mdblaz@juno.com} "Oral Assessment." {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} August 8, 2000.

Generic Holistic Rubric for Productive Skills

3 · Exceeds Expectations
- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate, showing no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility

2 · Meets Expectations
- Message generally comprehensible
- Vocabulary is appropriate, with some groping
- Accuracy appropriate to stage, although some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

1 · Does Not Meet Expectations
- Message communicated with difficulty and is unclear
- Vocabulary often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitious
- Self-correction is rare and usually unsuccessful

0 · Unratable Sample
- No consistent use of target language
- Off task

Source: Rubric for holistic scoring. Reprinted with permission from Articulation & Achievement Copyright © 1996 by College Entrance Examination Board. All rights reserved.

Generic Holistic Rubric for Oral Performance

Student Name:_____Date: _____

0
- No response
- Incoherent response
- Not understandable
- Information not communicated

1
- Very little information given
- Uses very little vocabulary
- Unnatural pausing
- Fragmented statements
- Barely understandable
- Few statements are structurally correct

2
- Some information given
- Uses limited vocabulary
- Pausing is evident
- Some parts are understandable
- Some signs of organization and structures in sentences

3
- Most information given
- Coherent
- Generally structurally correct
- Uses more vocabulary
- Very few pauses
- Most of the message is understandable

4
- All information is given
- Statements are coherent, grammatically correct, and organized
- Uses varied vocabulary
- Pauses seem natural
- Message is completely understandable
- Speech seems natural

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Generic Holistic Speaking Rubric

5
Message clearly communicated. Vocabulary control good. Able to circumlocute when necessary. Grammar correct in areas studies. No major patterns of weakness

4
Message almost entirely understood. Appropriate use of vocabulary. Grammar generally accurate with some minor errors. Lacks some words, may have to repeat some ideas to clarify.

3
Generally comprehensible. Gropes for vocabulary at times. Problems with any but basic structures. Message carried primarily by lexicon (vocabulary).

2
Miscommunicates often. Depends on listener for clarification. Puts across some ideas, but with difficulty.

1
Communicates barely. Great difficulty with structures. Most sentences are fractured and rendered by words rather than structures.

0
No show, no speech, no effort.

Developed by June Phillips, Tennessee Foreign Language Institute

Generic Holistic Speaking Skills Rubric

(0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.

(1) Communicates very little relevant information. Statements are barely coherent, shows no evidence of organization, and employs minimal vocabulary to address the task. Very few statements are structurally correct. There are many unnatural pauses, with halting and fragmentary delivery throughout. Message is barely understood.

(2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. The delivery is halting and fragmentary with some natural pauses. Some parts of the message can be understood.

(3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some evidence of organization and is generally structurally correct. Employs adequate vocabulary to address the task. There are very few unnatural pauses, and most of the message can be understood.

(4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. There are no unnatural pauses. The speech is almost effortless, and the entire passage can be understood.

Developed by Duplin County's teachers

Generic Analytic Speaking Rubric

Effort

0 no effort to complete task
1 little effort to communicate
2 some effort to communicate
3 real effort to communicate
4 unusually high effort to communicate

Amount of Communication

0 no relevant information communicated by student
1 very little information communicated by student
2 some relevant information communicated by student
3 most relevant information communicated by student
4 all relevant information communicated by student

Comprehensibility

0 could not understand anything student said
1 could understand only isolated words
2 could understand short sentences
3 could understand most of what student said
4 could understand everything student said

Fluency

0 very many unnatural pauses, halting and fragmentary delivery
1 quite a few unnatural pauses, halting and fragmentary delivery
2 some unnatural pauses
3 few unnatural pauses
4 no unnatural pauses, almost effortless and smooth

Quality of Communication (Accuracy)

0 no statements are structurally correct
1 very few statements are structurally correct
2 structural problems and inaccuracies, although some statements are correct
3 most statements are structurally correct
4 all statements are structurally correct

Developed by Schultz and Bartz as adapted by Miller and Cole

Analytic Rubric for Oral Performance

Task Completion
1. Minimal completion of the task and/or responses frequently inappropriate
2. Partial completion of the task, responses mostly appropriate yet undeveloped
3. Completion of the task, responses appropriate and adequately developed
4. Superior completion of the task, responses appropriate and with elaboration

Comprehensibility
1. Responses barely comprehensible
2. Responses mostly comprehensible, requiring some interpretation on the part of the listener
3. Responses comprehensible, requiring minimal interpretation on the part of the listener
4. Responses readily comprehensible, requiring no interpretation on the part of the listener

Fluency
1. Speech halting and uneven with long pauses and/or incomplete thoughts
2. Speech choppy and/or slow with frequent pauses, few or no incomplete thoughts
3. Some hesitation, but manages to continue and complete thoughts
4. Speech continuous with few pauses and stumbling

Pronunciation
1. Frequently interferes with communication
2. Occasionally interferes with communication
3. Does not interfere with communication
4. Enhances communication

Vocabulary
1. Inadequate and/or inaccurate use of vocabulary
2. Somewhat inadequate and/or inaccurate use of vocabulary
3. Adequate and accurate use of vocabulary
4. Rich use of vocabulary

Grammar
1. Inadequate and/or inaccurate use of basic language structures
2. Emerging use of basic language structures
3. Emerging control of basic language structures
4. Control of basic language structures

Fairfax County Public Schools - PALS Performance Assessment for Language Students, 1999

Monster Description/Comparative Project. Elementary Level

CRITERIA	THE TIMID GHOST	SPACE ALIEN	COUNT DRACULA
NUMBER OF CHARACTERISTICS	Uses 5 or fewer characteristics to describe their monster	Uses 6 or 7 characteristics to describe their monster	Uses at least 9 characteristics to describe their monster
AMOUNT OF LANGUAGE	Names parts, uses no verbs or numbers	Names parts, does not use verbs and numbers consistently	Names parts and uses verbs and numbers consistently
CORRECT DESCRIPTION MATCHES PICTURE	Student description of monster is generally accurate, but with a number of inconsistencies	Student description of monster is mostly accurate, except for a few minor inconsistencies	Student description of monster is entirely accurate with no inconsistencies
STUDENT PARTICIPATION	Student participates in the project, but with reluctance	Student willingly participates in the project, but dominates discussion, takes over, or doesn't carry his/her full share of the load	Student participates in the project as a full partner and carries his/her full share of the load

Developed by Joyce Lewis, Swift Creek Elementary, Wake County

Oral/Aural Rubric ¿Quién soy? Level I (HS)

Criteria	*El Penoso* *1*	*El Embajador* *2*	*El Papagayo* *3*
Content	Presentation includes at least 7 of 10 required elements	Presentation includes all 10 required elements	Presentation includes all required elements and descriptive enhancements
Structure	Presentation lacks correct usage of grammar elements	Presentation demonstrates correct usage of most grammar	Presentation shows correct language of all required elements
Fluency and Comprehensibility	Presentation is delivered with many pauses and pronunciation errors. Difficult to understand	Easily understood despite errors	Completely understood with few errors
Listening	Submitted acceptable notes from 1/3 of the presentations	Acceptable notes on 2/3 of the presentations	Submitted acceptable notes on all presentations

Developed by participants in the AAA project

Presentación Oral - Rubric para los "anuncios"

CRITERIA	4	3	2	1
MANDATOS	At least three command forms are used correctly.	At least two command forms are used correctly.	At least one command form is used correctly.	There are no command forms used correctly, but the effort was there.
INFORMACION	There is extensive descriptive information (2). It is structurally correct (2).	There is extensive descriptive information (2) but it has structural inaccuracies (1).	Descriptive information about the product is limited (1) with structural inaccuracies (1).	There is almost no descriptive information about the product. Many inaccuracies make it incomprehensible.
PRONUNCIACION	Presentation is smooth (2). There are no glaring pronunciation errors (2).	Presentation is smooth (2). There are a few errors in pronunciation (1).	Presentation is halting (1). There are several pronunciation errors (1).	Presentation is so halting and pronunciation errors are so numerous, that it is difficult to understand.
PRESENTACION	Props are included (2). The presentation delivery is animated and persuasive (2).	Props are included (2). The delivery shows limited animation or persuasion (1).	There are limited props (1). The delivery shows little animation or persuasion (1).	There are no props and the delivery shows no animation, nor persuasion.

Developed by Pat Cotton, Apex HS, Wake County

The following grading scale insures that any student who shows evidence of preparation and gets up in front of the class and gives an oral presentation will have a strong chance or receiving a passing grade. This is the basic scale for rubrics with the general four by four criteria.

16 - 100	13 - 93	10 - 85	7 - 78	4 - 70	1 - 63
15 - 98	12 - 90	9 - 83	6 - 75	3 - 68	
14 - 95	11 - 88	8 - 80	5 - 73	2 - 65	

Español III, Oral/Aural Daily Grade

*Nombre:*_____

0	1	2	3	4
Did not speak any Spanish	Spoke Spanish to the teacher in response to a question.	Spoke Spanish to either teacher or another student on own initiative, not just in response to a question.	Spoke Spanish on own initiative to both the teacher and another student.	Spoke Spanish more than once to both the teacher and other students on own initiative.
Was inattentive in class and did not understand anything that was going on.	Tried to listen and understood at least one conversation or set of instructions	Participated well in class and understood at least 1/2 of the Spanish conversations and instructions.	Listened attentively throughout all of the class and understood most of the Spanish spoken.	Listened attentively throughout all of the class and understood all important conversations and instructions.
Spoke English repeatedly in class without permission.	Spoke English in class when it was not necessary and could have been avoided.	English was spoken occasionally, but not consistently nor intentionally.	Forgot and inadvertently spoke English, but tried to keep to Spanish.	Did not speak English in class. Spoke only Spanish.

Total your points and assign an average each day you grade yourself.
12 = 100, 11 = 97, 10 = 94, 9 = 91, 8 = 88, 7 = 85, 6 = 82, 5 = 80,
4 = 78, 3 = 75, 2 = 72, 1 = 70

La fecha	La nota	El promedio	La fecha	La nota	El promedio

Developed by Pat Cotton, Apex HS, Wake County Schools

Oral Presentation Rubric

Name: _____ Date: _____

	Exceptional	Admirable	Acceptable	Amateur
Content	Abundance of material clearly related to thesis; points clearly made; varied use of materials	Sufficient information relating to thesis; many good points made; uneven balance; little variation	Great deal of information not clearly connected to the thesis	Thesis not clear; information included does not support thesis in any way
Coherence and Organization	Thesis clearly stated and developed; specific examples appropriate; conclusion clear; flows together; succinct, but not choppy; well organized	Most information presented in logical sequence. Generally very well organized, but better transitions needed	Concepts and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; no apparent logical order of presentation
Creativity	Very original presentation of material; uses unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety
Material	Balanced use of multimedia materials; use of media varied and appropriate	Use of multimedia not as varied and not as connected to thesis	Choppy use of multimedia; multimedia not clearly connected to thesis	Insufficient or ineffective use of multimedia
Speaking	Poised; clear articulation; proper volume. Good posture and eye contact; enthusiasm; confidence	Clear articulation, but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker uninterested and monotone

Adapted from Prentice Hall Web Site,
http://www.phschool.com/head_ss/index.htm, June 1999

Daily Performance Grade

9-10 Exceeds the standard
Helps facilitate classroom activity
Demonstrates engaged, active learning throughout the class period
Makes consistently strong contributions to the classroom activity

8 Meets the standard
Participates in a generally constructive way
Demonstrates engaged, active learning throughout the class period
Makes some contributions to the classroom activity

7 Approaches the standard
Has little negative or positive effect on the class and its progress
May be grappling with the ideas addressed in class, but shows little evidence of learning
Prepared, but makes little contribution to the class activity

5-6 Falls below the standard
Has more of a negative than positive effect on the class
Required work or preparation incomplete
Disruptive behavior makes learning difficult for others
Refuses to stay on task

0 Sent out of class or truant

Developed by Debbie Fowler, St. Johnsbury, VT

Multiple assessments for 6th Grade Family Unit

6th Grade French Checklist "Ma Famille et Moi"

	Skills	Student	Teacher
1	I can introduce myself.		
2	I can introduce family members.		
3	I can ask somebody's name.		
4	I can ask who somebody is (directly or indirectly).		
5	I can tell my age.		
6	I can tell my family member's age.		
7	I can ask somebody's age.		
8	I can say where I live.		
9	I can say where my family members live.		
10	I can ask where somebody lives.		
11	I can describe myself.		
12	I can describe my family members.		

6th Grade French Rubric "Ma Famille et Moi" - Oral Presentation

	Vocabulary related to the family	Additional details	Pronunciation	Presentation
3	Talked about more than four members of my family other than self.	Gave more than one detail about each person.	A native speaker could understand presentation.	Looked like a pro!
2	Talked about two to four members of my family, other than self.	Gave one detail about each person.	The teacher and peers understood presentation.	Needs to loosen up some!
1	Only talked about self.	Did not give details.	Only the teacher understood presentation.	Is there a scary animal in the classroom?
0	No response	No response	Nobody understood	Mute!

Developed by Anne Thibodeau, Canton MS, Haywood County

Blank Analytic Rubric Form

CRITERIA	1	2	3	4

Rhonda Hatcher, Richmond County

C. Classroom Observations

Foreign language teachers have always watched and observed their students in the classroom, and they have made instructional decisions based on these observations. However, too often the observations have remained unrecorded and informal. A perfect example is in the way we assign grades for classroom participation. The guidelines for these grades are often vague (you have to speak the language, be ready, and participate) and hard to defend to administrators and parents.

✚ *Advantage:* Observations give excellent information on student performance.
▬ *Disadvantage:* They can be cumbersome to record.

The following pages include some sample forms to record observations of students' oral production.

Class Observation Checklist

Teacher:_____Date:_____

Class:_____

Language Function to Be Observed:_____

Names of Students	Frequently, Sometimes, Not Yet

Class Observation Checklist

Name of Students	Asks questions in TL	Uses the TL on his/her own

Class Observation Sheet

Objectives	Ann	Kathy	Jo	Jesse	Mary	John	Paul	Jane
Can introduce him/herself								
Can greet a peer and an adult								
Can ask and tell origin and nationality								
Can ask and tell where someone lives								
Can tell where he/she lives								
Can ask and tell someone's age								
Can tell his/her age								
Can ask and tell someone's telephone number								
Can use appropriate greeting gestures								
Can ask and state what someone likes and dislikes								
Can state three things they like and dislike								
Can name countries where the language is spoken								
Can identify on a map countries where language is spoken								
Can use appropriately formal and informal registers								

For optimum use of space turn the page sideways, write the objectives on the left side and the names of students across the top of the page.

Steps in Creating Authentic and Performance-Based Assessment Tasks

D. Select the Criteria

Traditionally, students have received number grades of 98%, 82% or 75% on oral tests. Teachers have struggled with assigning these grades, asking themselves, "Is this presentation an 88 or is it an 84?" Often the assignment of these grades was based on very broad guidelines ("I will grade you on pronunciation, message, accuracy, and presentation) without any thorough explanation of what each of those guidelines consisted of.

To help students successfully fulfill an oral performance task's requirements, they need an identification and definition of the criteria against which they are evaluated. In a rubric, the criteria are the different elements which are valued. For example, the comprehensibility of students' speech, the organization of the oral presentation, and the delivery of the presentation are some possible criteria against which a teacher might want to assess the students' language. Once the criteria are determined, two steps need to occur. They are as follow:

1. Definition of what is meant by that criteria, and
2. Determination of the range in the quality of performance. The following questions can be used as guides:

- What do I mean by (criteria)? What are the different characteristics of the criteria?
- What would an excellent presentation look like for each of those criteria?
- What would a poor presentation look like?
- What would the presentations in the middle look like?

The definitions should be specific enough to eliminate subjectivity for example, if one of the selected criteria is comprehensibility of oral presentation, students get very little feedback by seeing:

Criteria	1	2	3	4
Comprehensibility	Not comprehensible	Comprehensible at times	Mostly comprehensible	Very comprehensible

The teacher, for each level, needs to ask him/herself, "What does a 4 look like?" "How is it different from a 3?" and so on. Once the criteria has been defined for each level, a more useful definition of comprehensibility might look like the following:

Criteria	1	2	3	4
Comprehensibility	Responses barely comprehensible. Errors and use of English interfere with comprehension. Requires listener to "figure out" what the student is trying to say.	Responses mostly comprehensible. Some sections may be more difficult to interpret. Clarifications needed to make sense of some entire sections. Some errors which interfere with comprehension of the message.	Responses comprehensible, requiring minimal interpretation on the part of the listener. Few clarifications may be needed for individual words or phrases. Errors do not interfere with the message overall.	Responses readily comprehensible, requiring no interpretation on the part of the listener. No clarifications needed. Errors are minimal and do not interfere with the message.

Adapted from *PALS Rubrics*, Fairfax, VA. 1999.

While three-point rubrics are acceptable, the areas of concern for teachers often involve how to rate the work in the middle. While it is easy to detect excellent or unacceptable work, average work can span from very good to barely acceptable. Thus, a four-point rubric forces the teacher to further define his/her expectations for the work which falls in the middle.

Think About the Administration and the Management of the Assessment

In today's classroom, there are many demands placed on teachers' time for this reason, considerations must be given to the administration and the record keeping of the oral assessment.

1. Administration
   Teachers need to select materials and determine if items are to be done individually, in small or large groups and for how long. They need to think about the specific directions required for students to perform the assigned oral task, and they need to ensure that students have had adequate practice and familiarity in performing these activities. Furthermore, they need to determine how to collect responses - tapes, observations, etc. They also need to provide an opportunity for students to be familiar with the format of the assessment (CALLA Handbook, p. 105).

2. Record Keeping
   It is essential to set up an easy and effective record keeping system. Otherwise, a teacher who sees many different groups of students will not be able to rely on his/her memory to record pertinent comments at a later time.

Some suggestions for administration and record keeping of oral performance follow.

Administration

A. Tapes

1. Students are given blank tapes at the beginning of the year. They record the various assignments on the tapes as homework assignments.

2. Students are given tapes and record an assignment at regular intervals (once a month, or once each 9 weeks) to document the development of their language skills and to see their progress.

3. Teachers can set up several tape recorders in the corners of the room and send students to record their assignments, while other students are involved in written or reading work. The task and the directions can be written on a piece of paper next to the recorder. Students can be timed or can take as long as needed.

4. Pairs of students can be asked to record some selected tasks. In a class of thirty, it means that the teacher has to listen to only fifteen tapes. The students can be asked to switch roles after the first task is completed to ensure that each student has an opportunity to demonstrate his/her ability to use a certain language function. This kind of assessment using student pairs usually lowers stress for students who may not like to speak into a tape recorder and/or who are nervous at the idea of speaking with the teacher on a one-on-one basis.

B. Stations

On occasion, teachers can organize their room in stations with each station focusing around a task. While students are at the speaking center, teachers can assess their oral language. Some suggested stations follow:

- a listening center with tapes and listening activities (cloze or others)
- a speaking center where students can do pair activities, narrate a story into a tape, sequence a story on tape (or for the teacher), practice on a dialogue, etc.
- a realia center where students are involved in activities using realia, e.g., plotting their way on a map, ordering from a catalog, finding telephone numbers from yellow pages, etc.
- a composition center where students have access to dictionaries and are involved in structured compositions, comic strips with blank bubbles, journal entries, etc.
- a technology center where students access the Internet to complete searches

Other possibilities include a reading center, culture center, creativity center.

C. Student Self-Assessment

Student self-assessment is another means of assessing a student's performance. Not all assessments have to be teacher-led. When students are involved in self-assessment, they gain more control over their own learning. They can self-assess using rubrics, checklists, journal entries, or learning logs. Self-assessment for class participation can be devised for one month at a time or for one week at a time. Following is a self-assessment checklist to be used by students engaged in cooperative learning or group work. Several other samples for self-assessment are available in this document.

Conversational Skills - Self-Assessment

In today's activity	Often	Sometimes	Never
1. I checked to make sure that everyone understood what I said.			
2. I gave explanations whenever I could.			
3. I asked specific questions about what I did not understand.			
4. I paraphrased what others said to make sure that I understood.			
5. I encouraged others to speak by making such remarks as "I'd like to know what ----- thinks about that" and "I haven't heard from -----yet" and "What do you think, -----?"			

Source: Scarcella and Oxford, 1992.

D. Peer Assessment

When students first become involved with peer assessment, they need to follow guidelines or developed criteria, so they can make constructive comments. Without such guidelines, students may be unsure of what they are looking for, especially since they are often unable to point to their own mistakes. As students become more comfortable with peer assessments, the need for structured directions becomes less obvious. Rubrics and checklists are especially efficient with peer assessment.

Following is a checklist students might use when assessing their peers. It is most effective when students have had an opportunity to use this kind of checklist in advance.

Prompt (In the target language)
Tell me what you have to do this weekend?

My partner's name ----------
My name ----------

Score	My partner said...
5	At least 5 sentences about what he/she has to do this weekend. He/she used a lot of vocabulary from the chapter.
4 3	3 or 4 sentences about what he/she has to do this weekend. He/she used some vocabulary from the chapter.
2 1	1 or 2 sentences about what he/she has to do this weekend. He/she used little or no vocabulary from the chapter.
/5	Total

Source: Developing Speaking and Writing Tasks. Minnesota Language Proficiency Assessment, p. 17. 1999.

E. Teacher-directed Activities

Teachers can assess their students' oral language through brief interviews, presentations, or pair activities, while the other students in the class are involved in writing or reading activities. Students can come to the teacher's desk one by one to do their presentation, making sure that they are not blocking the view of the other students. By using a rubric, the teacher can limit the amount of note taking and can give the student immediate feedback.

Some teachers create schedules for themselves, so that they are focusing on specific students each day. These rotations can be by working groups, alphabetical order, or seating. Other teachers make notes about individuals as needed, while still others use checklists.

- Pat Kessler, a teacher on FL TEACH, randomly observes 5-8 students per day to concentrate on. This teacher draws names from their information cards filled out the first day of class to select the students. Each student is checked at least once a week. Students do not know that they are being evaluated each day, so they must always be ready. This teacher uses a chart to award a grade (a rubric can also be used). At the end of the 9 weeks, each student has 8-9 grades for daily participation which are added to the other classroom oral assessments grades.

- Teachers may want to focus on one student, or on a few students at a time. In a classroom with 25 students, teachers may observe 5 students each day. However, all students should be observed within a given period of time.

- Another teacher on FL TEACH (Richard Ladd) assesses his students 3 times a week on a rotation bases. Students do not know when they will be called upon. In a class of 30 he calls on 12 students chosen randomly to perform assessment A. Anyone who is not called for assessment A on that day is "off the hook" for assessment A. Everybody needs to be prepared for assessment B. The teacher calls on 12 students including one or two students who were called on for assessment A. By the time of the third assessment, he calls again on about 12 students, some repeaters from both A and B and some first time to be assessed in the week. If a student has done an extraordinary preparation and really

wants to show what he/she knows, he/she is allowed to make the presentation on that day. Using this system, all students are assessed at least once, some twice, and a couple three times. The following week the same kind of rotation takes place.

Record Keeping

A. Classroom Observation

Adapted from http://forum.learnnc.org/lsspace/assessment/schedule.nsf/

- Attach index cards on a clipboard; tape across the top of the cards, attaching the bottom cards first. Write names on the bottom of cards so that they are easy to see. File cards in students' folders as they are filled.

- Use mailing labels with students' names; then attach labels to the appropriate folder of portfolio. Mailing labels can be preprinted or teachers can write students' names on them as they make notes. Since they, like sticky notes, can be quickly stuck into students' folders, they have advantages of already being together for each individual at conference times.

- Make a calendar or grid with a grid per objective or cluster of objectives or a grid for each week. List every student and record observations as needed, or use the grid to make notes on all students about a specific topic.

  Grids have the advantage of allowing teachers to glance at information about the class as a whole related to a learning target. They can be filed into a notebook or folder for future reference. They have the disadvantage of not having all information about students in individual folders.

- Use a class roster with the names of the students down the left-hand side and information concepts, or processes to be assessed across the top. You may use numbers, notes, or letter grades to record information about each student.

Some teachers use one recording sheet for each student with many items addressed on the page. Other teachers list groups of students on the entire page and use it to record information about specified objectives.

- Electronic records include: computer programs and electronic notepads.
- Use student reflections on their oral performances and class participation from student journals and responses to open-ended questions.
- Teacher's notes can be taken on lesson plan book or teacher journal.
- Teachers may also consider opportunities for students to help with record keeping.

B. Rubrics.

A generic rubric can be posted on the wall and used for any kind of oral presentation. It can be used by the teacher or by students when they are involved in peer assessment. If a grade is given, the rubric can be weighted so that certain criteria are worth more points, or it can be a four-point rubric with all 4's equaling 25 pts.

C. Telephone

If feasible, the telephone can be used to conduct some students' interviews in the evening. However, the use of the telephone is better suited with students who have developed higher levels of proficiency, because they do not rely on the physical and visual cues as heavily as beginning learners.

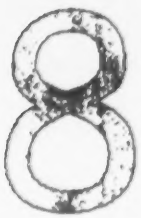
Deborah Blaz, in an e-mail on FL TEACH, mentioned that she also uses the telephone with her students. She has a "voice mail" and she has students calling overnight and leaving specified messages. She plays the messages back to the class and has them take notes on what they are hearing.

(D. Blaz includes additional suggestions in her book *A Collection of Performance Tasks and Rubrics: Foreign Languages*. Eye on Education. 6 Depot Way West, Larchmont, NY 10538, Phone 914/833-0551. www.eyeoneducation.com)

D. Use of technology

For the more adventurous teachers, computers also have applications which allow for a variety of oral communication. Some computer software (e.g., Dialpad.com or the dialpad available as part of HOTMAIL) or Internet browsers have features which allow for telephone conversation and/or recording to take place over the Internet

Interpret and Report the Results



Teachers should interpret the results of the oral assessment activity according to the purpose of the assessment. Results can be used by students and parents to focus on areas for improvement. Since the assessment is broken down into specific criteria, students can see more clearly where improvements could be made. Feedback to students can take many forms. It can be through the use of questions asked orally or through written notes. These questions can urge the students to think about their own learning. Feedback can also take place during conferences or informal conversations. The goal is to help students become more responsible in their own learning by allowing them to reflect and by helping them set goals (Classroom Assessment: Linking Instruction and Assessment, p. 26).

Feedback

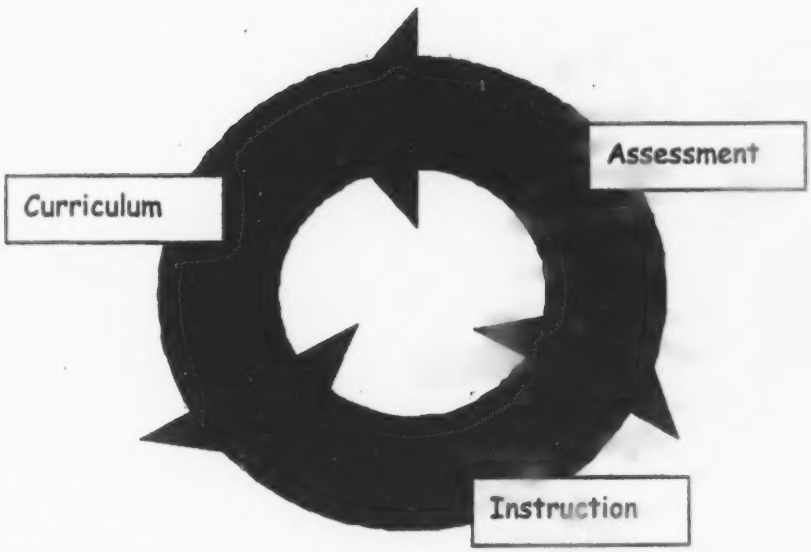
To be effective, feedback to students needs to be specific to give students some guidance, but not so specific that it will rob them of any creativity.

Effective Feedback	Ineffective Feedback
"That's good."	"I like the way you organized your oral presentation especially as you dealt with _____."
"You need to work on your pronunciation."	"Make sure that you do not pronounce the 'h' sound."
"You are getting better."	"I see a big difference on your willingness to experiment with the language especially when you said _____."

Feedback should not be limited to students. Parents are deeply appreciative and much more supportive of a program, or a teacher when they are informed about their child's achievement in that class. The feedback helps them monitor their child's learning. Feedback to parents can take many forms. It can include the sharing of students' grades, along with the rubrics used for the specific assignments, self-assessments and/or peer assessments. It can take the form of a checklist shared with the parents, where students' mastery of specific objectives, language functions, and skills is outlined. It can also take the form of conferences with or without the student's presence, and can include telephone calls or e-mails.

Whether the feedback is directed to students or to parents, teachers should be careful not to limit their feedback to the needs for improvement but also to comment on the individual progress and accomplishments of each student.

Additionally, teachers can use the results of assessments to determine the focus of future activities. When doing so, the link between curriculum, instruction and assessment is strengthened.


Assessment
Curriculum
Instruction

Conclusion

Oral assessment relates both to teaching and learning. Sometimes assessment is used for the teacher to assess his/her own effectiveness in teaching the goals, and it is also needed to see where students are in relation to the goals. At other times it is used to provide additional assistance to students who are struggling with certain concepts.

Oral assessment goes beyond testing. Assessment can be formal or informal. While testing give a brief glimpse of a student's ability on one given day, assessment is much more comprehensive and, for this reason, gives us a broader perspective of a student's level of oral language. Oral assessment should go on daily and should reflect classroom practices.

Oral assessment does not have to be solely teacher-directed. When students are allowed to take an active role in the assessment process, they can grow and become more responsible for their own learning. A mixture of teacher, self and peer assessments will give a better representation of what a student know and is able to do orally.

Oral production is an essential component of learning a foreign language. As such, it should have a central place in the foreign language classroom in both areas of instruction and assessment. While many classrooms devote extended time to the development of the speaking skill, the assessment practices have not always reflected how language was taught. When little time is devoted to the assessment of oral language, the underlying message

that oral language is not important becomes clear. Assessment of oral language can and should be an integral part of language learning and teaching. This document has suggested some possibilities for doing so.

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